DOCUMENT RESUME

ED 191 150 EA 012 889

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TITLE	Gaining Staff and Board Support for Success-Based Instruction.
INSTITUTION	Adams County School District 12, Denver, Colo.
PUB DATE	6 Jul 80
NOTE	31p.; Paper presented at the Annual Summer Conference of the American Association of School Administrators (3rd, Chicago, IL, July 6-9, 1980). Not available in paper copy due to small print of original document.
EDRS PRICE	MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	Academic Achievement; Achievement Tests; Aptitude Tests; Faculty Development; Inservice Education; Intermediate Grades; *Mastery Learning; *Program Descriptions; *Program Implementation; Scores; Secondary Education
IDENTIFIERS	Adams County Public Schools CO; *Success Based Instruction

ABSTRACT

This document presents information on one school district's approach to the introduction of success-based instruction. The first section defines success-based instruction, also called "predictable learner mastery" (PLM) and the requirements for having an operational system. The second section compares mastery learning with the PLM system adopted by the district. The third section presents information on the scores the district's students obtained on two standardized tests and data on staff development related to the new system. The final section presents a chart that outlines the events that influenced the adoption of the program and gives some detail on key events centering on the board of education and the teachers. (IRT)

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GAINING STAFF AND BOARD SUPPORT FOR SUCCESS-BASED INSTRUCTION

Presented at:

American Association of School Administrators
Third Annual Summer Leadership Conference
Chicago, Illinois

July 6, 1980

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CONTENTS

SECTION ONE: (Yellow) — Success-Based Instruction (Predictable Learner Mastery) Definition and Operational Requirements

SECTION TWO: (Blue) — Comparison of PLM and Mastery Learning Factors and Requirements

SECTION THREE: (Salmon) — Results: Student Achievement; Staff Development

SECTION FOUR: (Green) — Events Influencing Success-Based Instruction in School District No. 12

Key Events: Board of Education

Key Events and Results: Teachers

SUCCESS-BASED INSTRUCTION

(PREDICTABLE LEARNER MASTERY)

DEFINITION

PREDICTABLE LEARNER MASTERY IS DEFINED AS THE PROCESS OF SUPPLEMENTING REGULAR GROUP INSTRUCTION WITH DIAGNOSTIC PROCEDURES AND PRESCRIPTIVE METHODS AND MATERIALS IN SUCH A WAY AS TO BRING MOST PUPILS TO A PREDICTED STANDARD OF SUCCESS, AND WHICH EMPHASIZES ALTERING AND PROVIDING THE TIME DIFFERENT INDIVIDUALS NEED FOR ATTAINING THE PREDICTED STANDARD.

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SUCCESS-BASED INSTRUCTION
(PREDICTABLE LEARNER MASTERY)

OPERATIONAL REQUIREMENTS

IN ORDER TO IMPLEMENT PLM OR SUCCESS BASED LEARNING, THE FOLLOWING FACTORS AND/OR CONDITIONS MUST BE PRESENT OR DEVELOPED:

1. A SET OF PUBLICLY STATED EDUCATIONAL GOALS
2. OBJECTIVE BASED CORE AND ALTERNATIVE CURRICULA WHICH MATCH THE STATED GOALS AND ARE SUPPORTED BY APPROPRIATE INSTRUCTIONAL MATERIALS AND TEACHING STRATEGIES
3. SKILLS FOR PLANNING AND IMPLEMENTING AN INSTRUCTIONAL PROGRAM WHICH INCLUDES:
   - A. ANALYZING THE CONTENT AND TASK(S) OF EACH OBJECTIVE
   - B. DIAGNOSING THE STUDENT FOR PREREQUISITE SKILLS
   - C. PRESCRIBING WHICH OBJECTIVES SHOULD BE TAUGHT TO WHICH STUDENTS
   - D. TEACHING TO THE OBJECTIVE
   - E. EVALUATING THE PROGRESS (FORMATIVE ASSESSMENT)
   - F. PROVIDING CORRECTIVES
   - G. TESTING (SUMMATIVE ASSESSMENT)
4. A MANAGEMENT INFORMATION SYSTEM WHICH VALIDATES AND RECORDS IMPROVED LEVELS OF PERFORMANCE AT FREQUENT INTERVALS IN THE STUDENT'S CAREER
5. A COMPREHENSIVE STAFF DEVELOPMENT PROGRAM TO PROVIDE TRAINING AND FOLLOW-UP SUPPORT TO ENSURE STAFF HAS AND APPLIES ABOVE SKILLS

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A COMPARISON OF MASTERY LEARNING WITH PREDICTABLE LEARNER MASTERY SYSTEM

MASTERY LEARNING	PLM SYSTEM IN DISTRICT NO 12
PROGRAM REQUIREMENTS	
Desire to change the status quo	Since 1973, School District No. 12 has been seeking to improve the educational opportunities of all students. The management system has developed a comprehensive approach to assessment of student achievement, program evaluation, program learning objectives in each subject area, staff development programs which focuses on teaching to objectives, and a monitoring system to evaluate student progress. A constant effort has been made to keep leadership current and to improve management skills. Teaching staff has been involved in curriculum, objective, and test development as well as staff development opportunities. The financial resourcefulness has continued to improve and has received state and national recognition.
Systematic management process capable of (1) assessing student needs; (2) analyzing existing programs; (3) deriving objectives; (4) developing instructional programs to accomplish the derived objectives, and (5) monitoring and evaluating student progress in these programs.	
Effective leadership - school and district level	
A receptive teaching staff	
Financial resourcefulness	
ASSUMPTIONS	
Under appropriate conditions (time and quality instruction) almost all students can learn to a given criterion level	All Mastery Learning assumptions exist to varying degrees throughout the district. They represent an attitude toward teaching and learning that has not been fostered in the past by teacher preparation programs or school districts in general.
All students can learn that task which is immediately above where they are	Some teachers have always believed in and practice these assumptions on a daily basis. With proper skill training, teachers and managers seem to accept the Mastery Learning assumptions.
There exists a casual relationship between a student's adequacy in learning a particular task and his interest in that type of learning task.	
Aptitude is the measure of the time required to learn a task to a given criterion level.	
VARIABLES	
Aptitude (Time required to learn task)	Ability to learn, student interest
Quality of Instruction (Teaching to objective, ordering of elements of learning task, clarity of presentations)	Major focus of staff development, performance appraisal system, clinical supervision
Ability to understand instruction (Entry level Knowledge and Skills)	Curriculum mapping, diagnostic testing
Perseverance (Willingness of student to spend time on task)	Time on task studies, curriculum mapping
Time Allowed for Learning (Allowance for flexible time.	Rigid time per subject, per day, per year.
STRATEGIES	
Diagnostic/Prescriptive teaching	Teaching/Learning Cycle
Formative/summative evaluation	Teacher-made tests, PCRT's
Greater repertoire of teaching strategies	BASICS, Teaching/Learning Cycle, Clinical Supervision
Alternate learning resources	Learning Centers, materials
Identification of student learning styles	
ESSENTIAL ELEMENTS	
Publicly stated educational goals	Priorities identified with Standards of Performance set by Board of Education
Instructional objectives developed for each curricular area	Every subject area K-9, 10-12: Mathematics, Science, Music, Art, Vocational Education, Foreign Language, Physical Education, Social Studies*, English* - *being validated
Management by objectives	Throughout the district - all levels
Staff development program	Comprehensive - Job related - Classroom Management, T/L Cycle, BASICS, Learning Theory
Board of Education and staff commitment	Board interest and commitment, Administrative commitment
Planning and budgeting system responsive to priorities and needs	Allocation system, Zero Based Budget, master plans, mini-master plans, district priorities, management agreements
Willingness to question conventional wisdom	Reviews of research, studies of successful programs, advisory committees; DAAC, DFAC, curriculum, principal, etc.
Willingness and commitment to develop or provide technology and sustain M/L strategy.	Staff development, curriculum committees, task forces, advisory committees, consultants/specialists for follow through

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SCHOOL DISTRICT NO. 12, ADAMS COUNTY
11285 Highline Drive
Northglenn, Colorado 80233

CTBS/SFTAA TESTING RESULTS

1980

The Comprehensive Test of Basic Skills (CTBS) and the Short Form Test of Academic Aptitude (SFTAA) were administered to students in grades six through nine. The testing took place during the month of February. This report is a compilation of the data 1975-1980 for grades six and nine, and 1980 for grades seven and eight.

The results for grades six and nine are reported in terms of district norms, results from 1979 as well as results from 1980. The district norms were generated by compiling the results from 1975 to 1979 and arriving at the average grade equivalency across the five-year span.

At grade six the results indicated that the district norm is at or above the national norm in all areas. The results also indicate that in 1980 grade six students scored above the national norm in all areas.

Examination of the differentials (difference between anticipated and obtained score) of the district norms indicates that the district is on target in all areas except for language mechanics, spelling, and mathematics concepts. Results from 1980 indicate the district to be on target in all areas except for language mechanics and spelling. An improvement was indicated on the total battery from 1979 to 1980.

The grade nine results indicate the district norms to be above the national norms in all areas except spelling. The results in 1980 indicate the district to be above the national norm in all areas including spelling. There has been considerable improvement in the area of spelling the past two years from the district norm of 93 to 97 in both 1979 and 1980.

When the differentials are examined in regard to district norms, it appears that the district has been consistently on target in all areas except spelling and mathematics computation. In 1979 and 1980 there has been a substantial improvement in spelling; however, the district has tended to be on target in all other sub-areas. An overall improvement in indicated by the total battery in 1980 from previous years.

The results from grade eight indicate the district to be at or above national norms in all areas. Examination of the differentials indicates the district to be well above target in all areas except spelling and math application. Again, the total battery indicates that in general the district is well above target.

Grade seven results indicate the district to be well above the national norms in all areas. The differentials indicate the district to be above target in all areas. The total battery also indicates the district to be well above target.

Following is the test data from the CTRS/SFTAA testing for grades six and nine, 1975 through 1980, and for grades seven and eight, 1980. The tables present the anticipated, obtained, and differential scores across all areas of the CTBS for the building norms (combined results 1975-1979), the 1979 results and the 1980 results. The sequence of graphs that follow simply display the data presented in the tables.

A positive (+) differential indicates that the obtained score was greater than the anticipated score. The numeral indicates how much greater.

A negative (-) differential indicates that the obtained score was less than the anticipated score. The numeral indicates how much less.

A difference greater than plus or negative 3 is considered to be a significant difference between the anticipated score and obtained score.

DISTRICT STANDARDIZED TESTING (CTBS/SFTAA)

School Mean Comparison of Anticipated and Obtained Scores

Spring 1975 to February 1980

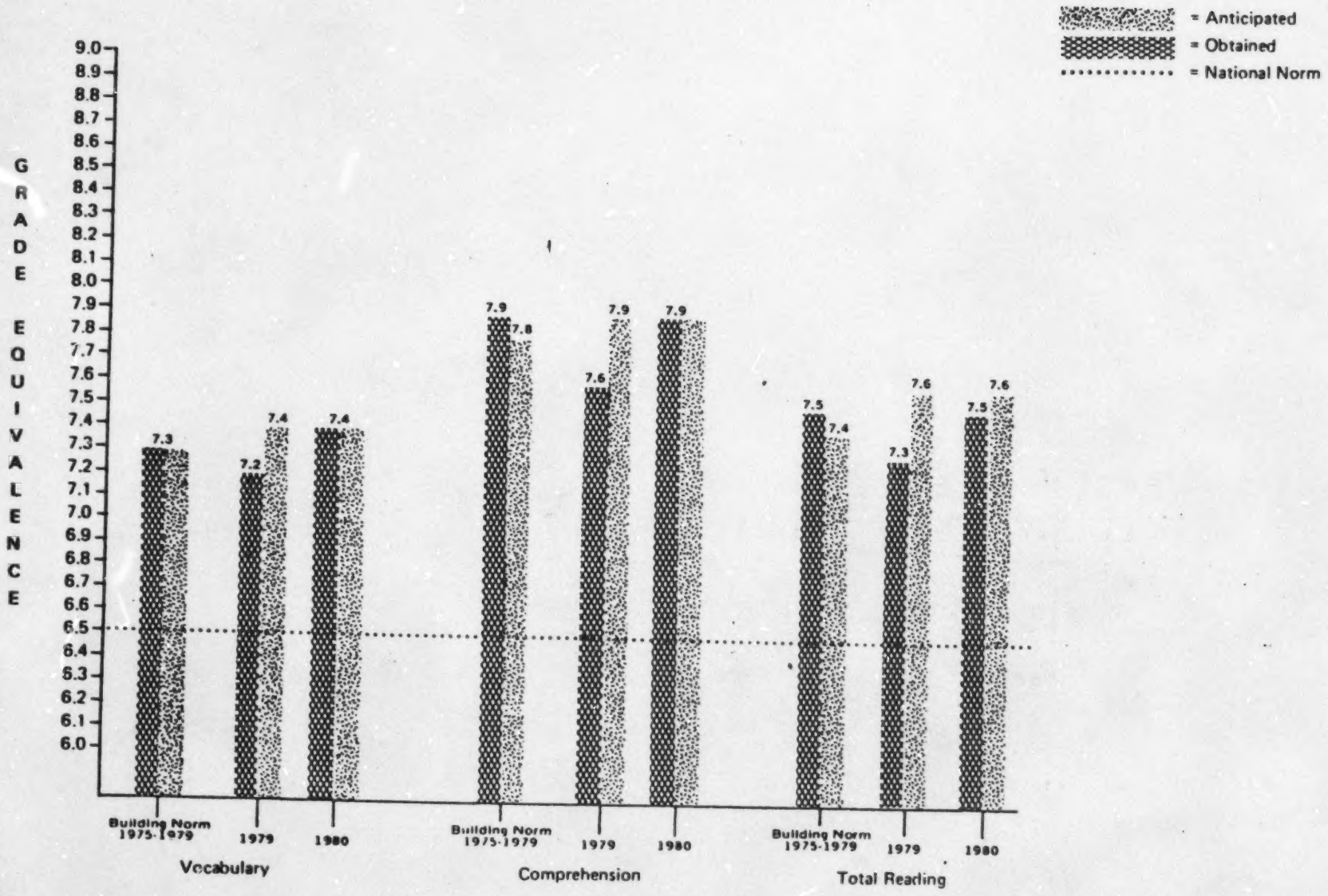
School District No. 12, Adams County — Grade 6

	District Norm 1975-1979				February 1979				February 1980			
			Diff				Diff				Diff	
	Ant	Obt	+	–	Ant	Obt	+	–	Ant	Obt	+	–
Reading Vocabulary	73	73			74	72		2	74	74		
Reading Comprehension	78	79	1		79	76		3	79	79		
Total Reading	74	75	1		76	73		3	76	75		1
Language Mechanics	79	75		4	83	77		6	81	78		3
Language Expression	80	80			83	80		3	82	80		2
Spelling	75	65		10	76	64		12	77	66		11
Total Language	78	70		8	80	72		8	80	72		8
Math Computation	70	70			71	70		1	71	73	2	
Math Concepts	72	69		3	73	69		4	73	71		2
Math Applications	71	72	1		73	70		3	73	72		1
Total Math	69	68		1	70	68		2	70	70		
TOTAL BATTERY	73	71		2	74	70		4	74	72		2
Reference Skills	76	82	6		79	85	6		77	87	10	
Science	75	80	5		78	80	2		75	77	2	
Social Studies	79	80			82	81		1	78	78		

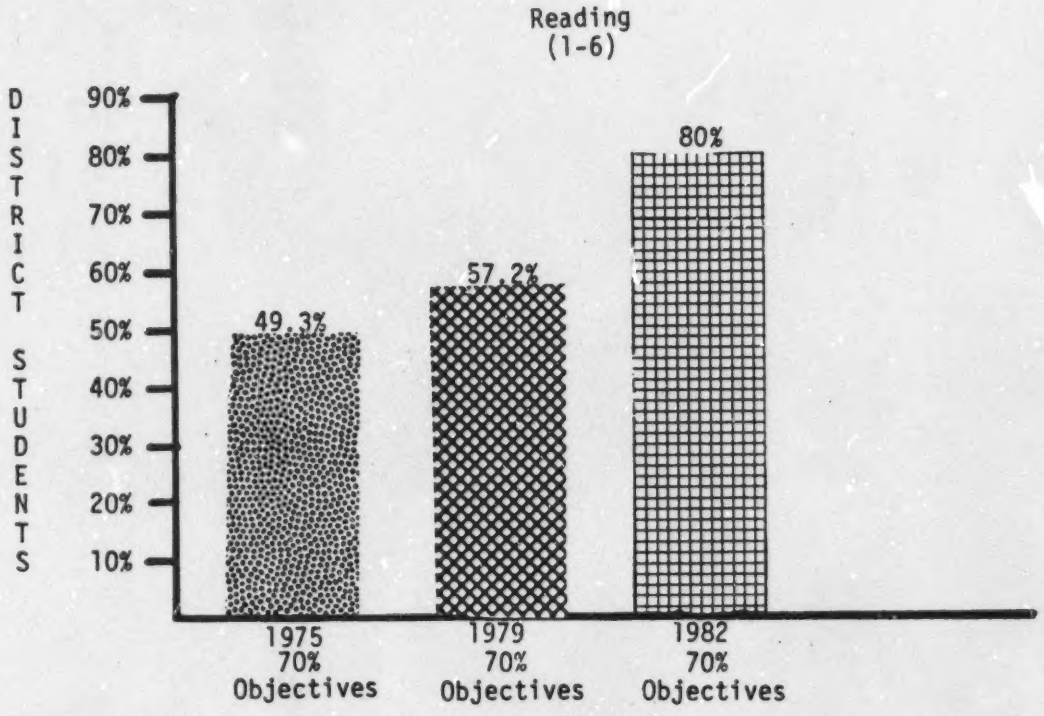
CTBS

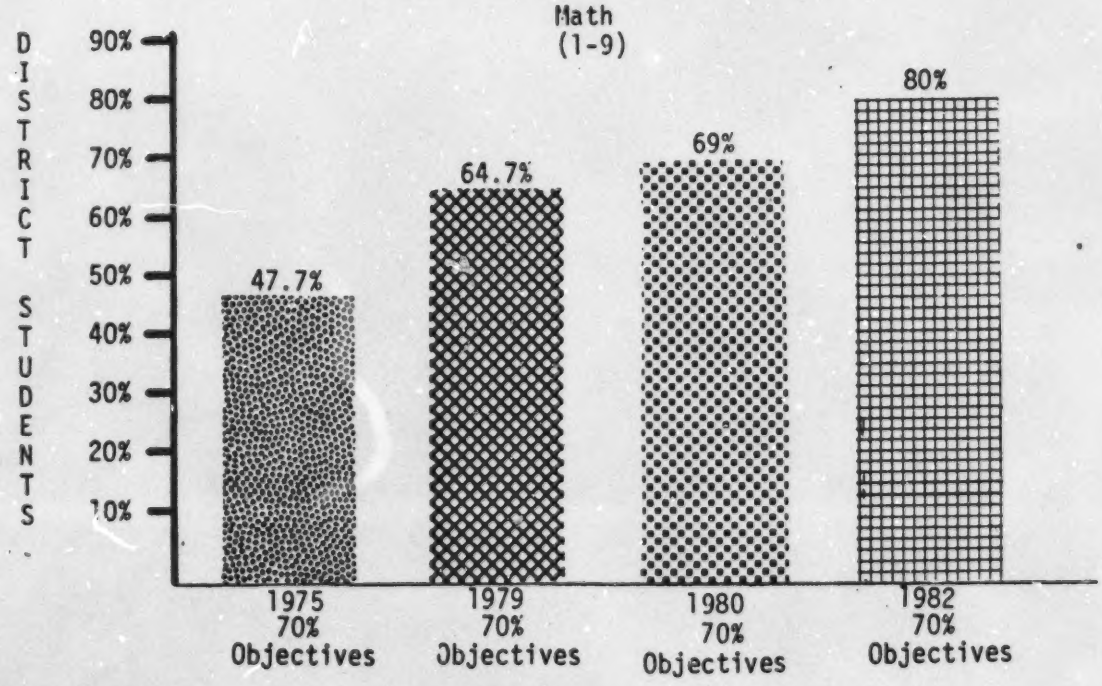
Reading—Grade 6

1975 - 1980

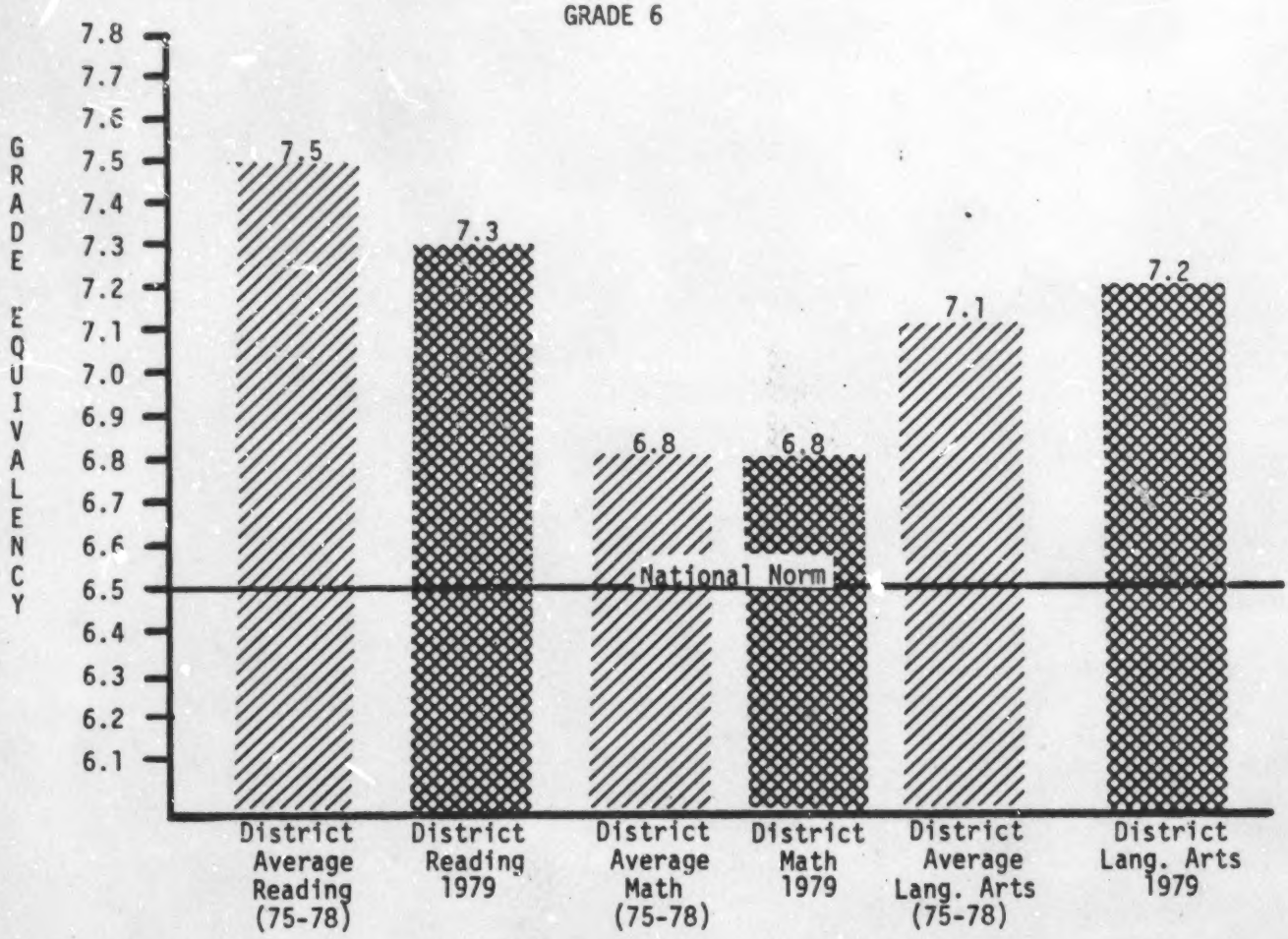


SCHOOL DISTRICT NO. 12
PROGRAM CRITERION REFERENCED TEST RESULTS
1979





COMPREHENSIVE TEST OF BASIC SKILLS
1979
GRADE 6



GENERAL FINDINGS

READING

The average reading achievement during the past five years has been significantly above the national norms. Reading achievement in 1979 was slightly below the district average. However, the fluctuation is not significant. The reading achievement scores during the past five years indicate that the School District No. 12 reading program is quite strong when compared to the national average.

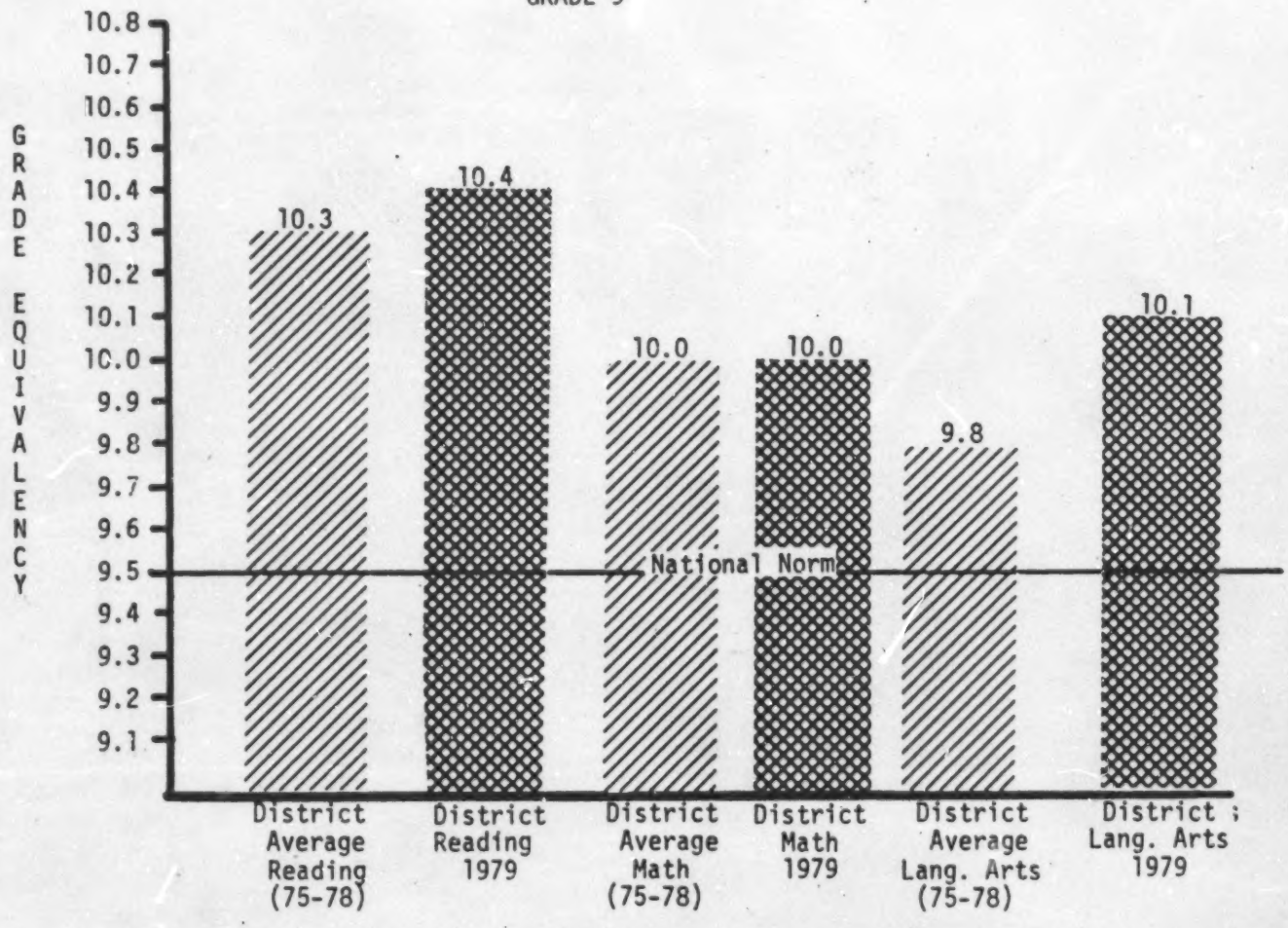
MATH

The math achievement scores indicate the School District No. 12 is above the national norms. Math achievement in 1979 was very similar to the district average achievement in previous years. The data indicates that the School District No. 12 math program compares very favorably with the other programs across the nation.

LANGUAGE ARTS

The district average in language arts achievement is well above the national norm. Language arts achievement in 1979 was very similar to that of the district average. Again, the data would indicate that School District No. 12 has a strong language arts program when compared to other programs across the nation.

COMPREHENSIVE TEST OF BASIC SKILLS
1979
GRADE 9



GENERAL FINDINGS

READING

Reading achievement is well above the national norm. The reading achievement scores in 1979 were very similar to past years performances. The data indicated that School District No. 12 has a very strong reading program.

MATH

Math achievement in School District No. 12 as with reading, is above the national norm. Math achievement in 1979 was the same as the average achievement in previous years. The data pointed out that School District No. 12's math program compares quite favorably with other math programs across the nation.

LANGUAGE ARTS

Language arts achievement is above the national norm. Achievement in 1979 was slightly higher than that in previous years. Again, the data indicates a relatively strong language arts program when compared to the nation.

STAFF PARTICIPATION AND UTILIZATION OF TRAINING PROGRAMS

THE FOLLOWING TRAINING PROGRAMS WERE DEVELOPED OR ADOPTED WITHIN THE DISTRICT TO PROVIDE SKILLS AND KNOWLEDGE FOR IMPROVEMENT IN INSTRUCTION. LEVELS OF DISTRICT PARTICIPATION ARE INDICATED IN COLUMN 1, ESTIMATE OF CONSISTENT APPLICATION IS IN COLUMN 2.

COURSE	AUDIENCE	1	2
AMA - PERFORMANCE STANDARDS	ADMINISTRATORS	100%	100%
BASICS	ADMINISTRATORS	30%	--
	TEACHERS	50%	70%
TEACHING/LEARNING CYCLE	ADMINISTRATORS	100%	80%
	TEACHERS	60%	70%
CLINICAL SUPERVISION	ADMINISTRATORS	100%	80%
	TEACHERS	5%	85%
LEARNING THEORY	ADMINISTRATORS	1%	--
	TEACHERS	5%	80%
CLASSROOM MANAGEMENT	ADMINISTRATORS	--	--
	TEACHERS	5%	--
INDIVIDUALIZING INSTRUCTION	ADMINISTRATORS	5%	--
	TEACHERS	3%	70%
STRUCTURE OF THE INTELLECT	ADMINISTRATORS	15%	--
	TEACHERS	13%	--
HUMAN RELATIONS IN CLASSROOM	ADMINISTRATORS	15%	--
	TEACHERS	6%	--

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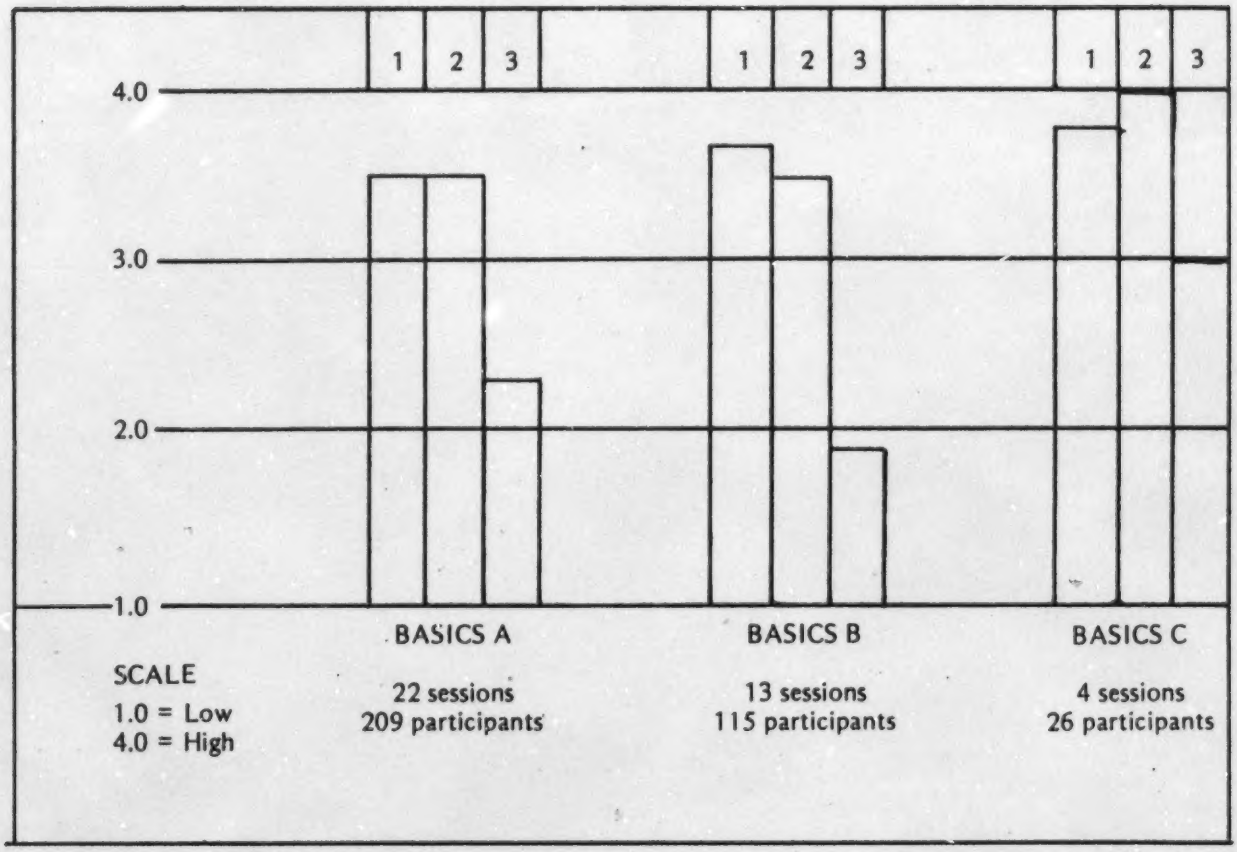
STAFF DEVELOPMENT REPORT

Based on Participant Evaluation
Summer 1978 - December 1979.
Major Staff Development Courses



COMPONENTS MEASURED

1	Attainment of Objectives
2	Practical Value of Course
3	Need for More Skills

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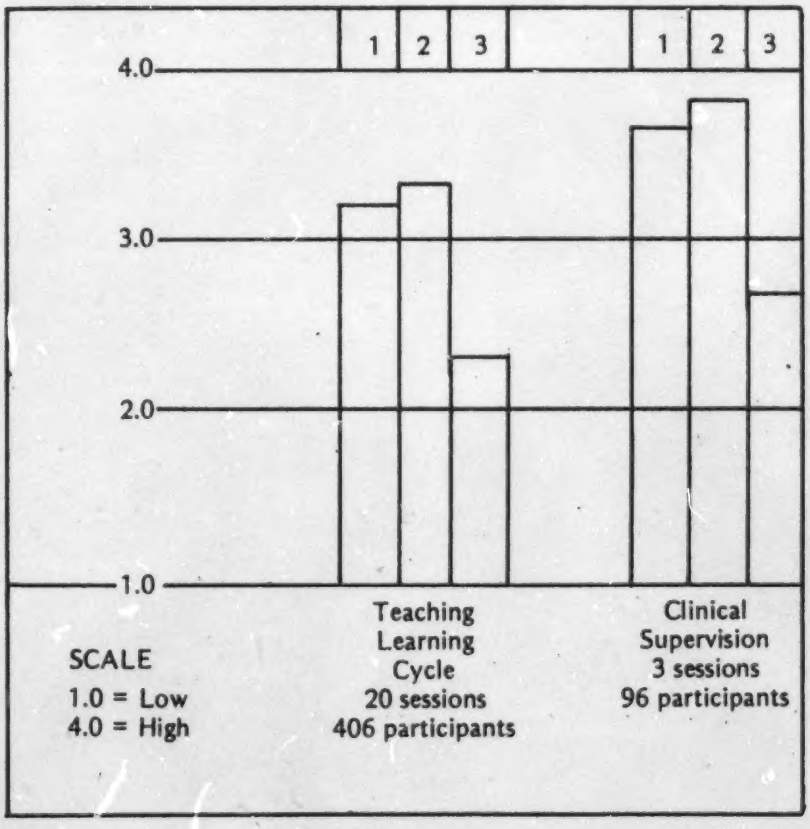

COMPONENTS MEASURED

1	Attainment of Objectives
2	Practical Value of Course
3	Need for More Skills

EVENTS INFLUENCING SUCCESS-BASED INSTRUCTION IN SCHOOL DISTRICT NO. 12

	BOARD OF EDUCATION	DISTRICT ADMINISTRATION	BUILDING ADMINISTRATION	TEACHERS	ACCOUNTABILITY COMMITTEE (COMMUNITY)
1973	Management System Approved District Objectives Established (3 years)	MBO - Management System Developed Superintendent & Central Administrative Team Objectives Developed Policy Council formed	Policy Council formed	Policy Council formed	Conducted Review of District Reading Program and made Recommendations Continuing Charge from Board of Education 1972-1977 to study six areas and make recommendations; needs of district; goals of district; student achievement and community concerns; co-curricular programs; district policies and practices; and resource needs of district
1974	Communication Audit District MBO & Operation Audit	Program Evaluation Process Implemented New Norm Referenct Test with Anticipated Achievement Levels Adopted Management Training Programs Implemented Program Objectives Developed PCRT Orientation Communication Audit District MBO & Operation Audit Resource Allocation System Developed	Principal Objectives developed Management Training programs Communication Audit District MBO & Operation Audit PCRT Orientation	Program Objectives developed PCRT Orientation District Curriculum Coordination Team	Superintendent's Citizen Advisory Team combined with District Accountability Committees
1975	Goal Setting Retreat with Superintendent and Cabinet Priority Setting and Definition Accreditation by Contract	Accreditation by Contract District Organizational Goal Setting Job Descriptions Developed Administrative Monitoring System developed District Curriculum Standing Committee formed Curriculum & Instruction Master Plan developed Management Agreements developed BASICS Training piloted	District Organizational Goal Setting Job Descriptions developed Administrative Monitoring System developed District Curriculum Standing Committees formed Management Agreement developed BASICS Training piloted	District Curriculum Standing Committees formed BASICS piloted Program Objectives implemented PCRT implemented	District Goal Setting Input
1976	Accreditation by Accountability	AMA Management Training - Performance Standards District Organization Purpose Statement developed Accreditation by Accountability	Building Organization Purpose Statement developed AMA - Management Training - Performance Standards	Teacher MBO piloted Job Descriptions developed Performance Evaluation System studied Teacher Monitory System developed	District Accountability Advisory Committee reorganized
1977	Approved Accountability Committee Chairman as Advisory Member of Board of Education Accreditation by Accountability	Accreditation by Accountability District MBO Implementation Model Validated Motiviation and Leadership Training Personnel Development Program Planned Models of Instruction studied Criteria for Building Assistance developed Definition of Administrator Skills required Resource Allocation Formula revised C & I Master Plan revised Administrative Management Agreements revised Gifted and Talented Study began Principals Councils formed	Teacher Perceiver Training Motivation and Leadership Training Models of Instruction studied Administrative Assistance provided by Criteria Definition of Administrator Skills Applied Resource Allocation Formula revised Personnel Development Program planned Administrative Management Agreement revised Gifted and Talented study began Principals Councils formed	Performance Evaluation system negotiated Job Descriptions negotiated Performance Evaluation Task Force formed Models of Instruction studied Personnel Development Program planned	Accountability Committee members added to Curriculum Standing Committees
1978	Staff Development Commitment District Priorities with Standard of Performance Established (3 years) Educational Performance Audit ZBB Seminar (3 members)	O.D. Program National validation Clinical Supervision Training Teaching/Learning Model training BASICS Training implemented Structure of Intellect training Supervision training Long-Range Staff Development planned Educational Performance Audit District Faculty Advisory Council formed Policy Council revised District Priorities reset with Standards of Performance Extended Study of G & T Programs	Clinical Supervision Training Teaching/Learning Model training BASICS Training implemented Structure of Intellect training Supervision training School Climate Projects developed Educational Performance Audit Policy Council revised District Priorities Reset with Standards of Performance PCRT's & Program Objectives validated Gifted & Talented study	Teaching/Learning Model training BASICS Training implemented Structure of Intellect training Performance Evaluation System implemented School Climate Projects implemented Staff Development Advisory Committee Teacher Performance Evaluation Committee District Faculty Advisory Council formed Policy Council revised District Priorities reset with Standards of Performance PCRTs & Course Objectives validated Gifted & Talented study	Charge from Board of Education to study and make recommendations in four areas: Student Achievement, Competency-Based Education, Program Continuity and Student Behavior/Absenteeism Accountability Committee Chairman made Advisory Member of Board of Education District Priorities reset with Standards of Performance
1979	AASA Clinic: Leadership for Learning Educational Performance Audit Reported Mastery Learning Workshop - All Board Members Accreditation by Accountability ZBB Adopted	Accreditation by Accountability Structured Feedback introduced Long-Range Staff Development Program continued PLM Statement developed C & I Master Plan updated O.D. Master Plan developed Student achievement Targets set ZBB implemented Mastery Learning Workshop with board	Staff Development Program continued PCRT's & Course Objectives revalidated Building Level Priorities & Mini-Master Plans developed School Climate Projects continued Structured Feedback introduced Student Achievement Targets set ZBB implemented	PCRTs & Course Objectives revalidated Staff Development Program continued School Climate Projects continued Student Achievement Targets set	Charge from Board of Education to study and make recommendations in seven areas: Primary Purpose of Education, Cost of Education, Mastery Learning, Testing, Continuation Requirements - Elementary to Junior High - Junior High to Senior High and graduation, Drug/Alcohol problems, and Impact of State Accountability Law on District (2 year charge) Educational Performance Audit reported Accreditation by Accountability
1980	Staff Development Resolution Adopted Mastery Learning Task Force Formed - Two Members AASA Clinics - Competency-Based Education Accreditation by Accountability	Staff Development Program continued Mastery Learning Task Force formed Accreditation by Accountability	Staff Development Program continued Mastery Learning Task Force formed	Staff Development Program continued Mastery Learning Task Force formed	Accreditation by Accountability Testing Task Force Mastery Learning Task Force

KEY EVENTS INFLUENCING SUCCESS-BASED EDUCATION IN SCHOOL DISTRICT NO. 12

BOARD OF EDUCATION

YEAR	EVENT	RESULTS
1973	BOARD-SUPERINTENDENT PERFORMANCE CONTRACT	ESTABLISHED CONCEPT OF MANAGING, INSTRUCTING, AND EVALUATING PERFORMANCE BY OBJECTIVES.
1975	GOAL SETTING RETREAT	ESTABLISHED 3-YEAR DISTRICT PRIORITIES. FOCUS: STUDENT ACHIEVEMENT IN MATH, READING, LANGUAGE ARTS.

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YEAR	EVENT	RESULTS
1976	ACCREDITATION BY ACCOUNTABILITY	EVALUATED SCHOOL IMPROVEMENT BY ASSESSING GOAL SETTING, INSTRUCTION BY OBJECTIVES, AND CRITERION REFERENCED TESTING.
1977	REORGANIZATION OF DISTRICT ACCOUNTABILITY ADVISORY COMMITTEE	ENSURED REPRESENTATION FROM EACH BUILDING IN THE ACCOUNTABILITY PROCESS.
1978	DISTRICT PRIORITIES AND STANDARDS	COMMUNICATED TO STAFF AND PUBLIC THE BOARD'S EXPECTATIONS REGARDING DISTRICT'S PRIORITIES.

YEAR	EVENT	RESULTS
1979	EDUCATIONAL PERFORMANCE AUDIT	POINTED OUT STRENGTHS AND WEAKNESSES OF DISTRICT'S PREDICTABLE LEARNER MASTERY SYSTEM.
	ADOPTION OF ZBB	PROVIDED A SYSTEM FOR ALLOCATING RESOURCES ACCORDING TO PRIORITY.
	MASTERY LEARNING WORKSHOP	DEVELOPED BOARD'S UNDERSTANDING OF "GESTALT" OF SUCCESS-BASED INSTRUCTION

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YEAR	EVENT	RESULTS
1980	BOARD RESOLUTION ON STAFF DEVELOPMENT	COMMUNICATED BOARD'S COMMITMENT TO STAFF TRAINING FOR SUCCESS-BASED INSTRUCTION.
	MASTERY LEARNING TASK FORCE (2 MEMBERS)	DEMONSTRATED INDIVIDUAL COMMITMENT TO IN-DEPTH UNDERSTANDING OF MASTERY LEARNING.
	AASA CURRICULUM CONVENTION	?

KEY EVENTS INFLUENCING SUCCESS-BASED EDUCATION

IN SCHOOL DISTRICT NO. 12

TEACHERS

YEAR	EVENT	RESULT
1973	POLICY COUNCIL	PROVIDED TEACHER INPUT INTO DECISIONS WHICH AFFECTED EMPLOYEES.
1974	PROGRAM OBJECTIVE DEVELOPMENT	PROVIDED CLEAR STATEMENTS OF PROGRAM PURPOSE AND STUDENT OUTCOMES FOR EACH CURRICULAR AREA.

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KEY EVENTS - TEACHERS
PAGE 2

YEAR	EVENT	RESULT
1974 (CONT.)	CRITERION REFERENCED TESTS ORIENTATION	IMPROVED TEACHER AND PRINCIPAL UNDERSTANDING OF PROGRAM ASSESSMENT PROCEDURES.
	DISTRICT CURRICULUM COORDINATING COUNCIL	PROVIDED AN ADVISORY GROUP TO REVIEW AND RECOMMEND CURRICULUM DEVELOPMENT AND IMPROVEMENTS.

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KEY EVENTS - TEACHERS
PAGE 3

YEAR	EVENT	RESULT
1975	DISTRICT CURRICULUM STANDING COMMITTEES	PROVIDED ONE REPRESENTATIVE FROM EACH SCHOOL TO REVIEW AND DEVELOP CURRICULUM IN EACH SUBJECT AREA.
	INSTRUCTIONAL OBJECTIVES IMPLEMENTATION	IDENTIFIED WHAT SHOULD BE TAUGHT. INITIATED THE CONCEPT OF TEACHING IQ AN OBJECTIVE.
	CRITERION REFERENCED TESTS	PROVIDED ASSESSMENT DATA ON EFFECTIVENESS OF CURRICULUM PROGRAMS AND OF THE MASTERY LEVEL OF EACH STUDENT.

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KEY EVENTS - TEACHERS
PAGE 4

YEAR	EVENT	RESULT
1976	TEACHER MBO PILOT	VOLUNTEERS FROM SEVEN SCHOOLS. INVOLVED JOB DESCRIPTIONS, STANDARDS OF PERFORMANCE AND PERFORMANCE AGREEMENTS.
	PERFORMANCE EVALUATION SYSTEM EMPLOYEE/TASK FORCE	STUDIED ALTERNATIVE EVALUATION SYSTEMS BASED ON PERFORMANCE STANDARDS.
	CRITERION REFERENCED TEST AND COURSE OBJECTIVES VALI-DATION	ENSURED MINIMUM OF 70% OF TEACHERS AT EACH GRADE/SUBJECT LEVEL AGREED THE OBJECTIVES AND TESTS WERE CORRECT FOR LEVEL/SUBJECT.

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KEY EVENTS - TEACHERS
PAGE 5

YEAR	EVENT	RESULT
1977	PERFORMANCE EVALUATION SYSTEM NEGOTIATED INCLUDING JOB DESCRIPTION.	MADE EVALUATION SYSTEM PART OF CERTIFICATED CONTRACT; CREATED OWNERSHIP AND COMMITMENT.
	PERFORMANCE EVALUATION TASK FORCE	PROVIDED FORUM FOR INPUT ON SYSTEM DEVELOPMENT FROM TEACHERS.
	MODELS OF INSTRUCTION STUDY TASK FORCE	IDENTIFIED TEACHER SKILL REQUIREMENTS FOR PLM.
	PERSONNEL DEVELOPMENT PROGRAM	IDENTIFIED TRAINING PROGRAMS SELECTED TO MEET TEACHER SKILL REQUIREMENTS.

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KEY EVENTS - TEACHERS
PAGE 6

YEAR	EVENT	RESULT
1978	TEACHER TRAINING PROGRAMS INITIATED -TEACHING/LEARNING CYCLE - B A S I C S	TAUGHT SPECIFIC SKILLS TO APPLICATION LEVEL; ATTITUDES OF HIGH LEVEL EXPECTANCY EMERGED.
	CLINICAL SUPERVISION: TEACHER MONITORING SYSTEM	ENSURED PERFORMANCE OBSERVATION AND FEEDBACK ON A SYSTEMATIC BASIS.
	SCHOOL CLIMATE PROJECTS	EMPHASIZED POSITIVE ATTITUDES AND IMPROVED ENVIRONMENT.
	STAFF DEVELOPMENT ADVISORY COMMITTEE	PROVIDED BUILDING REPRESENTATION INPUT AND RECOMMENDATIONS ON TRAINING PROGRAMS.

SD12 ADCO
GWB:HC
7/80

KEY EVENTS - TEACHERS
PAGE 7

YEAR	EVENT	RESULT
1978 (Cont.)	PERFORMANCE EVALUATION ADVISORY COMMITTEE	PROVIDED BUILDING REPRESENTATION INPUT AND RECOMMENDATIONS ON TRAINING PROGRAMS.
	DISTRICT FACULTY ADVISORY COUNCIL	IMPROVED COMMUNICATION BETWEEN TEACHERS AND SUPERINTENDENT/CENTRAL OFFICE.
	DISTRICT PRIORITIES RESET WITH STANDARDS OF PERFORMANCE	IMPROVED STAFF UNDERSTANDING OF BOARD'S EXPECTATIONS.

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GWB:HC
7/80

KEY EVENTS - TEACHERS
PAGE 8

YEAR	EVENT	RESULT
1979	REVALIDATION OF CRITERION REFERENCED TESTS AND INSTRUCTIONAL OBJECTIVES	CONFIRMED TEACHER OPINION THAT LEARNING WAS PROPERLY PLACED AND TESTED.
	STUDENT ACHIEVEMENT TARGETS	SET BUILDING AND CLASSROOM TARGETS FOR THE YEAR.

SD12 ADCO
GWB:HC
7/80

KEY EVENTS - TEACHERS
PAGE 9

YEAR	EVENT	RESULT
1980	STAFF DEVELOPMENT REFINEMENT	IDENTIFIED ADDITIONAL DISTRICT TEACHER SKILL NEEDS. INCREASED TEACHER FEELING OF SUPPORT.
	MASTERY LEARNING TASK FORCE	PROVIDED "GESTALT" FOR DISTRICT PROGRAM. INCREASED UNDERSTANDING OF TEACHER TRAINING AND INSTRUCTIONAL MATERIAL NEEDS.

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